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ABSTRACT

This study summarizes student responses to an evaluation questionnaire and some performance statistics for a special "conference telephone" class in organization and management theory offered by Los Angeles City College to employees of the Pacific Telephone Company. The conference telephone setup permitted the students to take the class at their employment location. The instructor rotated his appearances among the five offices participating in the program. A total of 145 students enrolled in the nine sections of the course. It was found that: (1) 92% received a grade of A, B, or C; (2) over 3/4 were females and nearly 80% were in non-management positions; (3) there were no significant differences in performance between noon and evening classes, between males and females, and between management and non-management personnel; and (4) student response to the program (especially to the instructor) was highly favorable. Many suggestions for future course offerings of this type were offered. (Author/KM)

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LOS ANGELES CITY COLLEGE

"STUDENT EVALUATION OF AN EXPERIMENTAL COURSE CONDUCTED VIA CONFERENCE TELEPHONE"

Research Study #73-13

Ben K. Gold
Research Office
June, 1973

"STUDENT EVALUATION OF AN EXPERIMENTAL COURSE CONDUCTED VIA CONFERENCE TELEPHONE"

PURPOSE OF THE STUDY

By arrangement with Pacific Telephone Company, Los Angeles City College in Spring, 1973 offered to Telephone Company employees a course in Organization and Management Theory (Management 2) via a conference telephone setup which permitted the students to take the class at their employment location. Five local telephone company offices participated in the program and offered the course either at noon* or at 5:30 p.m. The instructor, Mr. Donald Landauer, rotated his appearances among the five locations. Students at locations other than the one where Mr. Landauer was physically present were able to hear the lecture and participate in discussions by means of a conference telephone arrangement.

The purpose of this study is to assess the impact of the course upon the students and to offer some comparative information relating to student performance.

PROCEDURE OF THE STUDY

After some initial discussions, Mr. Landauer prepared an instrument to assess student reaction to the program, offered it to the Research Office for suggestions, and, after some minor adjustments, submitted it** (near the end of the semester) to the participating students. Analysis of the completed instruments was made by the Research Office.

* one of the five offered the class at noon only, making total of nine class sections

** copy appended

PROCEDURE OF THE STUDY (continued)

In addition, Mr. Landauer made available his class records and some information about the students, identifying their sex and level of employment with the Telephone Company. Analysis of this information was performed as described in the next section.

FINDINGS

A total of 145 students enrolled in the nine sections of the course, 103 in the five noon sections and 42 in the four sections meeting at 5:30 p.m. 112 (77%) of the students were female, and 30* (21%) occupied management level positions in the company.

Table 1 presents some performance statistics for these students, by class, sex, and management level.

Table 2 summarizes the responses of the 89 students who completed the evaluation questionnaire. All comments are included, some slightly edited for brevity.

* 26 at 1st level, 3 at second level, one at fifth level. 9 were male, 21 female

TABLE 1 - Selected Performance Statistics, Spring, 1973
Management 2 "Conference Telephone" Course

		No. Enrolled	No. Completing Course	% Completing course	Total Points* Mean	Total Points* Std. Dev.	Grade Distribution A	Grade Distribution B	Grade Distribution C	GPA
Noon classes	A	12	11	92	612	59.4	7	4	0	3.64
	B	30	26	87	611	52.8	15	10	1	3.54
	C	29	24	83	574	56.7	8	15	1	3.29
	D	11	11	100	613	35.8	8	3	0	3.73
	E	31	26	81	577	64.5	13	11	2	3.42
Total		103	98	95	593	58.1	51	43	4	3.48
5:30 classes	F	10	7	70	566	37.2	1	6	0	3.14
	G	10	8	80	594	53.7	3	5	0	3.38
	H	3	3	100	577	46.5	1	2	0	3.33
	I	19	18	90	598	48.7	9	8	1	3.44
Total		42	36	86	589	47.6	14	21	1	3.33
GRAND TOTAL		145	134	92	592	55.3	65	64	5	3.45
ALL Males		33	25	76	593	53.8	11	14	0	3.44
ALL FEMALES		112	109	98	592	56.0**	54	50	5	3.45
ALL MANAGEMENT 1-5		30	26	87	600	51.9	14	12	0	3.54
ALL NON-MANAGEMENT		115	108	94	590	57.5**	51	52	5	3.42

* Maximum 700
** Estimate

TABLE 2 - Summary of Responses to Evaluation Questionnaire (N = 89)

Question	No. of Responses
1. MATERIAL	
A. Did you learn what you expected to learn?	
Yes	76
No	6
Partially	2
B. If not, what subjects would you like added or expanded?	17
Managerial techniques -- personnel.	
More about management employee relationship.	
More problems of actual management.	
More personal (sic) related problems.	
Psychological aspects of management.	
Evaluating subordinates.	
Ways to develop your own potential in appearance, personality, etc.	
More of required subjects for AA.	
Simple mathematics and English -- human relations.	
Business mathematics.	
Methods of communication.	
The time.	
Medium is acceptable for relay of information but does not lend itself to more discussion or seminar-type subjects.	
Didn't know what to expect -- matter is fine.	
Had wrong idea of course when started.	
I liked what I learned.	
C. Was it too easy?	4
Was it too hard?	0
About right?	85
2. INSTRUCTOR	
A. Was he effective? Yes	83
Was he fair? Yes	78
Did he communicate? Yes	78
B. What did he do that was most useful?	
Skillful use of examples	31
Related from personal experiences. Used practical, real life, easily understood examples; used contemporary analogy to explain theories; gave realistic examples of real management conditions; used understandable examples to illustrate book method.	
Outlines (handout sheets) were very helpful	21

B. What did he do that was most useful? (continued)?

Effective presentation of course material 18
Interesting lectures (2) and to the point; made course more compact; organized work so all could understand regardless of individual's level; simplified subject matter extensively when compared to text; used skill and repetition excently; expressed author's point of view in detail so all could understand clearly; taught not lectured everyday; his deliverance; careful to be sure students understood; gave lectures so could study notes to get something; broke down the book in laymen's terms; lectured fully (2); explicit and thorough; broke information down so could be easily digested; related information in story form making it easier to associate. Informed class that management takes many shapes and forms.

Explained well 9
Explained well (4); on a level the students understood; took time to explain when class was confused and/or until everyone understood; was willing to clarify statements when asked to do so; explanations were precise and clear.

Review 7
Reviewed before tests (6); good recap.

Discussion and communication 5
Answered questions and allowed students to become involved; discussion; held discussion after lecture; communicated (2).

Informal 3
Conversational manner -- made students want to learn; informal attitude created atmosphere conducive to learning; fun; added humor to lecture.

Patient 2
Patiently answered questions.

Very good instructor 1

Confident 1
Confident in knowledge of subject so student believed every word he said.

Appeared at every session 1

Was rigid to the book 1

C. What areas need change or improvement 47

If a subject was discussed more in one class than the other the subject should be gone over again with the class that did not get the benefit of the extra points brought out.

More time in accounting areas.

More discussion and time on all phases of controlling.

If statistics and accounting are left in course there should be more time spent on them.

Income statement and balance sheet.

Certain subjects (like statements) went too fast, especially for people that never had bookkeeping or accounting.

C. What areas need change or improvement (continued)

Should have more time to go over income statements and balance sheets. Didn't fully understand this.
The last part too much. Would like to see balance sheets and income statements done in an earlier section leaving B.E. and OPQ and Statistics for the end.
Went too fast at the end of the semester.
More material should be covered.
More class time needed -- 45 minutes is not long enough (sometimes).
Longer classes.
Expand classes to 1 or 1½ hours.
Longer time on each class but fewer classes. Teach once or twice a week instead of 3 but with longer hours.
Some of the true and false questions were tricky even if you knew the subject.
Tests and the way they are graded.
Distribution of tests after correction.
Needed more time on the mathematics end of our tests.
The text book lacked.
More use of books or else tell the students they don't need them.
Text book.
A stationary set (microphone) at each location for training purposes.
Means of easier class participation (more mikes).
The students need to get rid of their shyness for the microphones.
Announcements only once a week. Three times cuts into lesson time too much.
Since time is limited the talk on what is happening on campus could be left out.
Possibly a little less emphasis on the newsworthy events in the college paper.
Rooms should have desks.
Desk and seating arrangement in the room.
Company should provide a blackboard as a good visual aid.
Add visual contact.
Video.
If possible, instruction should be geared a little more towards Telephone Company. It would add interest.
It should be geared more to first level management.
Management relationship.
Greater boundaries between classes, e.g., a class in San Pedro or out that way.
More opportunity for classroom participation, not by proctor but by student.
Less personal reference -- more student involvement -- more class involvement with book text.

What areas need change or improvement (continued)

The classroom was too noisy. People were slow to stop conversation although lectures had started.
I think he did well under the conditions setup.
I see no improvement necessary, but if the instructor had not simplified the book with his lectures, less would have been comprehended.
All is well.
None. Instructor's weekly agenda sheets (for taking notes) were really excellent.
None (5 responses).
Can't find any (2 responses).
O.K.

3. MEDIUM: DEDICATED TELEPHONE LINE; MICROPHONE AND SPEAKERS

A. What do you see as the main advantage(s)?

Extended coverage 33
Makes it possible for a large number of students to participate at various locations at the same time (28); covers more areas; greater class size; coverage very good; more people can take course in different locations without being crowded (2).

Location 16
Being able to attend class at a work location (or near) (9); didn't have to travel far to class; use of several locations -- thus saving time (4); going to school while at work; didn't have to leave the building to participate.

Communication 13
Allows two-way communication (ability to communicate with instructor or student when at another location (8); ability to communicate with several locations at the same time; communication; can stop instructor immediately to ask questions; free to ask questions any time (2).

Time 7
Time (lunch hour) (6); can use lunch hour for something beneficial.

Opportunity to attend school 6
Enables more people to attend class without disrupting work or home life; more employees able to participate because of availability of the telephone; easy way to learn; provides opportunity to pick up college credits otherwise uable to attend regular classes; availability.

Improves concentration 3
Have to pay attention or miss a necessary point; makes you think and concentrate more; better concentration.

Less expensive 3
Cheap way to learn; reduction of cost; cost savings.

What do you see as the main advantage(s) (continued)

Miscellaneous 4
Sets up informal atmosphere; every student gets the same instruction at the same time; instructor does not have to be with class all the time, yet the class is just as effective; lightweight, portable, and easy to operate.

None 2
No more than in a classroom situation.

B. What is the major disadvantage?

Lack of personal contact with instructor 20
Not being able to see the instructor's expressions (or have eye contact with him)-(6); not having instructor there at all times (for effective visual contact) (2); would like to see more of instructor; not being able to get to know the instructor very well or have him know the students (2); lack of visual contact; not always available face-to-face (which stimulates response) (3); student-teacher rapport; can't see instructor (use a picturephone; cuts down on student-teacher relationship; very impersonal.

Insufficient visual aid 15
Not being able to see demonstrations -- a TV screen would have helped a lot; no visual aid type help (2); no viewing at times; instructor can't illustrate some subjects (1); can't see the instructor demonstrate (1); at times unable to see visual material teacher was using, i.e., graphs, charts, blackboard, etc. (7); needed a blackboard in the "Accounting Phase"; a visual observation may have been more helpful when we discussed graphs, charts, income status, balance sheets, equations and formulas (break even).

Problems with equipment (or mike) 9
The equipment was sometimes faulty; proctors having to carry machine between floors; not having more mikes close to the students sitting in the back or the middle of the classroom; classroom where the instructor is teaching needs a mike; awkward to pass mike back and forth across room in order to have an open discussion; two-way communication needs improvement; lack of "busy lamp" to eliminate 2 simultaneous conversations; many people too shy to use mike; instructor comes across OK but hard to relate with mike.

Distractions 6
Discipline problems (2); easy to get distracted -- Instructor did so well -- always held interest; without instructor at location some of the students at times were distracted by others in the room engaged in their own activities; can not always hear the discussion in other classrooms .... got most, but missed some too; many times, due to absence of instructor, mind tended to wander.

What is the major disadvantage (continued)

Time 5
Class periods too short (3) (need 1 full hour); time of class (2).

Class participation 5
Limits participation; difficult for every student to participate in question and answer period; you may be hesitant to ask questions since many people, whom you have not met, are your critics; not having instructor at location every time; not being able to effectively interrupt to ask questions at a point in the lecture because mike is being monopolized by a few (however, adjusted to lack of eye contact and visual demonstrations in 2 weeks).

No disadvantages 10
None or don't see any (9); none the way the instructor teaches.

Other 1
People may tend to think that passing the class will bring them a promotion.

4. TIME AND LOCATION

B. What suggestions have you for alternate times?

None, or keep as is, etc. 26
Longer periods with fewer days 8
(of these: 1 said 5:30 to 7:00 in 2 days)
2 said - no Friday classes)
Only two classes a week 1
Extend time in evening classes but reduce days to 2 (M W)..... 1
1 or 2 evening classes for 1½ hours in lieu of 3 times a week 1
Evening classes and 2 a week for 3 hours..... 1
A new class in September or a later date 1
Evening or day alternates 1
Before work in a.m. 1
7:15 to 8:00 a.m; 12:15 to 1:00 p.m.; 5:00 to 6:00 or 5:30 to 6:30 p.m. 1
10:00 to 11:00 a.m. 1
11:45 to 12:30 1
Half hour before lunch to be included in lunch hour..... 1
Lunch time for non-management 1
Move up to 5:00 to 6:00 3

5. OTHER COMMENTS

Enjoyed enormously. Leaned how to be a good manager and how to differentiate between a good and bad manager. Learned to understand the pressures managers are exposed to and can sympathize with them. Feel confident could communicate with other managers with substantial knowledge.

Other comments (continued)

Interesting class. It's a privilege to take a course during lunch hour and get credits toward presently enrolled college. Convenient for night student in college who works during the day. It saves the night to be home with the family. Hope it continues. Course is a necessity and/or help for all looking toward advancement.

Would like to take other courses this way -- college graduation requirements courses such as history, English, etc.

Instructor was able to relate to all students. This was done while in class with students or at a distant location. Excellent coverage of the course.

Hope classes are extended so more students can attend a more varied selection of classes.

Instructor was exceptionally at ease using the equipment and he always seemed conscious of us not being able to see him and was wonderfully descriptive so we could take notes. I thoroughly enjoyed this class and the opportunity to learn. The teacher was enthusiastic about this form of education. I felt he liked us and the system. Has great personality. Nothing but praise for this kind of teaching system and I sincerely hope this program will continue. Here's a big "YEAH" for instructor, made this class great.

Interesting and valuable. Not enough time for questions and answers. Instructor was very good.

Instructor related well with all students, young especially. Might have been more effective if he were more aware of many "craft-non-management" attitudes and lack of exposure to management problems. In fact, "I was appalled at the lack of knowledge among our short service craft people of the responsibilities of their own first level managers." Perhaps Pacific Telephone would do well to have an out-of-hours class on management jobs and responsibilities of management within their own company. Or perhaps this job of communication isn't being done very well by our first level managers who should be sharing their own managerial knowledge as a part of their responsibility to develop their own non-management people. Perhaps this problem alone is a good reason to continue these management classes.

Fantastic opportunity for interested employees who otherwise didn't have time for classes. Commends people who made it possible.

Excellent course. Thankful for the opportunity. Looking forward to more sessions related to job.

Would like similar courses to be offered in the future.

Overall quality good. Due to newness, some spots need to be smoothed out a little.

Plans to continue classes as long as can take something to develop self as a person. GREAT!

Other comments (continued)

Very useful to first level management. However, I think more classes for non-management development would be useful.

Appreciate the telephone company's pursuit of educational programs. Hope it will continue and expand on this pilot course. Makes it possible to attend college conveniently and this course acted, in some instances, as a stimulant for further education. Attended 2 classes at 2 locations and many people were planning to start back to school because of interest generated with this class. Instructor responsible for this .... excellent .... relates to students with great flexibility and ease .... very human .... partner in learning process rather than authority lecturing to a group of inferiors. LACC should be highly congratulated for pioneering this program. Will gain students on (as well as off) campus. Beneficial for Pacific Telephone and employees who, as they better themselves, better the company. Maybe future courses could be more specialized around needs of company. Thanks to Pacific Telephone gentlemen who developed the program.

More classes (especially those concerned more specifically with telephone business) would be appreciated.

More time spent on managing and not on running a business like accounting and mathematics.

Need more of the required subjects for an AA degree.

Hope other classes will be offered. Would like it offered at 1149 N. Gower.

Hold a class in Occidental Bldg. at 1150 S. Olive (large number of telephone employees and other employees working there). Many would take advantage if they did not have to leave the atmosphere of the building (same in summer and winter).

More time needed to obtain full understanding of the subject matter. Otherwise the class was enjoyable.

The class time was not long enough.

Inconvenient to eat lunch at the same time as trying to take notes. Could have offerd more time to eat. It wouldn't affect those at school, however, or those taking evening classes.

Upset! Instructor said attendance made no difference and was effective in reviewing. Then he changed method of review so student had to read 3 or 4 chapters to reay selves for test (after another student complained about those not present being able to catch up on review night).

I did not like the way the tests were graded.

Consider special merit for good attendance.

Notes should be usable for tests. Reference material is available in real life.

The only thing I felt was unfair was where people changed their papers based on how they interpreted the question to you after the grading was finished. Prior to this test my lowest score was 93. I still feel the instructor has the answer and that's what it should be. Unless an overwhelming majority answers in one particular frame of mind. Otherwise, I have enjoyed it all.

SUMMARY AND CONCLUSIONS

This study summarizes student responses to an evaluation questionnaire and some performance statistics for a special "conference telephone" class in Management 2 offered in Spring, 1973 to employees of Pacific Telephone Company at five different company locations. Following are some observations on the findings:

(1) 134 (92%) of the 145 students enrolled completed the course with a grade of "A" (48%), "B" (48%), or "C" (4%).

(2) Over three-fourths of the students were females, and nearly 80% were in non-management positions. Over two-thirds of the total enrolled in classes offered during the lunch hour, the remainder in classes starting at 5:30 p.m.

(3) Using mean total points and grade point averages as criteria, there were no significant differences in performance between noon and evening classes, between males and females, and between management and non-management personnel.

(4) Student response to the program (especially to the instructor) was highly favorable. Many suggestions for future course offerings of this type were offered, however. These suggestions are detailed in the body of the report, and it is recommended that planners of similar offerings read them carefully.

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UNIVERSITY OF CALIF
LOS ANGELES

JUL 18 1973

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INFORMATION

LOS ANGELES CITY COLLEGE
Evaluation Questionnaire

MANAGEMENT 2
Pac Tel Co

THIS IS AN ANONYMOUS REPLY. PLEASE DO NOT WRITE YOUR NAME ON THIS PAPER.

1. Material

   A. Did you learn what you expected to learn? _____

   B. If not, what subjects would you like added or expanded? _____

   _____

   C. Was it too easy? _____ Too hard? _____ About right? _____

2. Instructor

   A. Was he effective? _____ Was he fair? _____ Did he communicate? _____

   B. What did he do that was most useful? _____

   _____

   C. What areas need change or improvement? _____

   _____

   _____

3. Medium: dedicated telephone line; microphone and speakers

   A. What do you see as the main advantage(s)? _____

   _____

   B. What is the major disadvantage? _____

   _____

4. Time and Location

   A. Did you find your class time and location satisfactory? _____

   B. What suggestions have you for alternate times? _____

   _____

5. Other Comments. Use back of paper if necessary. _____

   _____

   _____

   _____

END

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